

# Year 11 Parents Meeting

*Tuesday, 3  
March 2020*



# South Hall Presentation

6.00 – 7.00pm

Mr Goddard and Mr Smith

Opportunities left at St Martin's School  
*Make every day & every lesson count!*

Number of full weeks left  
in compulsory education

**7½**

Number of days left in  
compulsory education

**37**

**Starting  
Tomorrow**

*Last day for Year 11*  
**Thursday, 7 May 2020**

# Year 11 Parents Meeting

1. Setting the scene (DGO)
2. Effective Habits (SSM)
3. Active revision strategies (DGO)
4. Exam logistics (SSM)

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# Time Spent in School

Discuss with the  
person next to you :

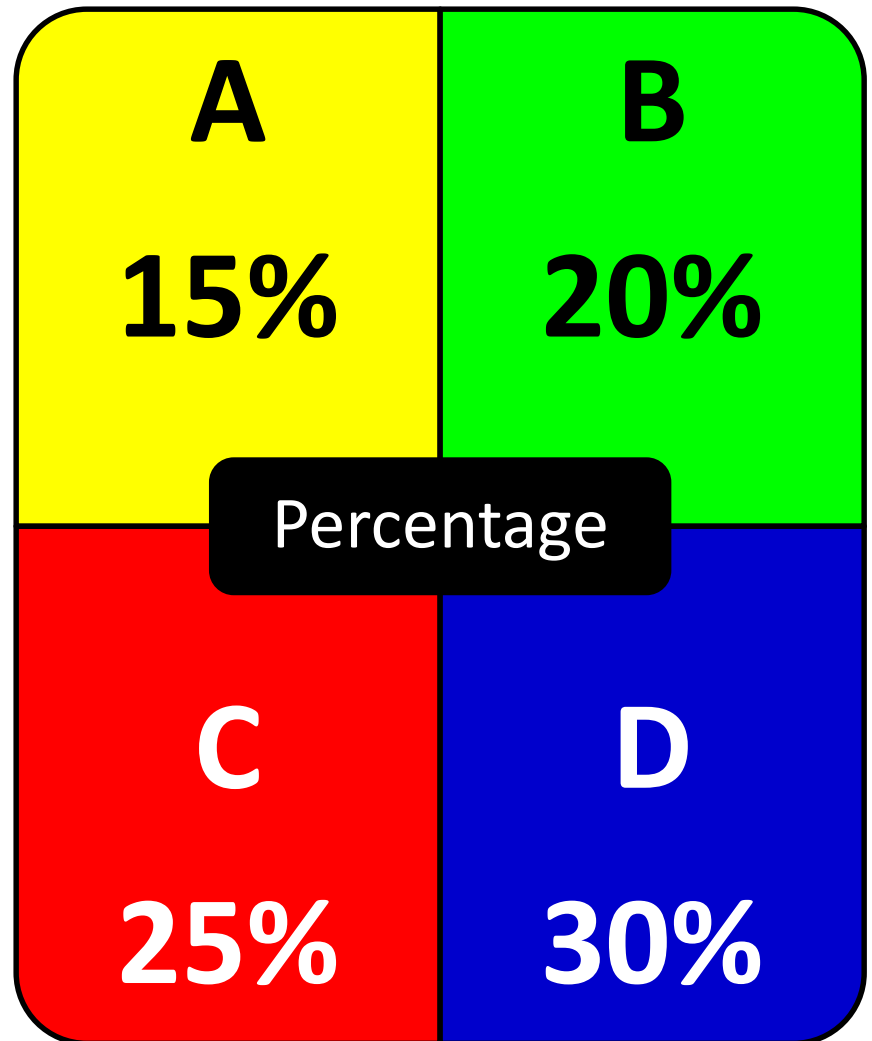
**“What percentage  
of time do  
children spend in  
school between  
the ages of  
5 to 16?”**



# Time Spent in School

Discuss with the  
person next to you :

**“What percentage  
of time do  
children spend in  
school between  
the ages of  
5 to 16?”**



# Treble Memory Test

- Imagine you are going to a job next month
- You have to learn the names of your new work colleagues as quickly as possible

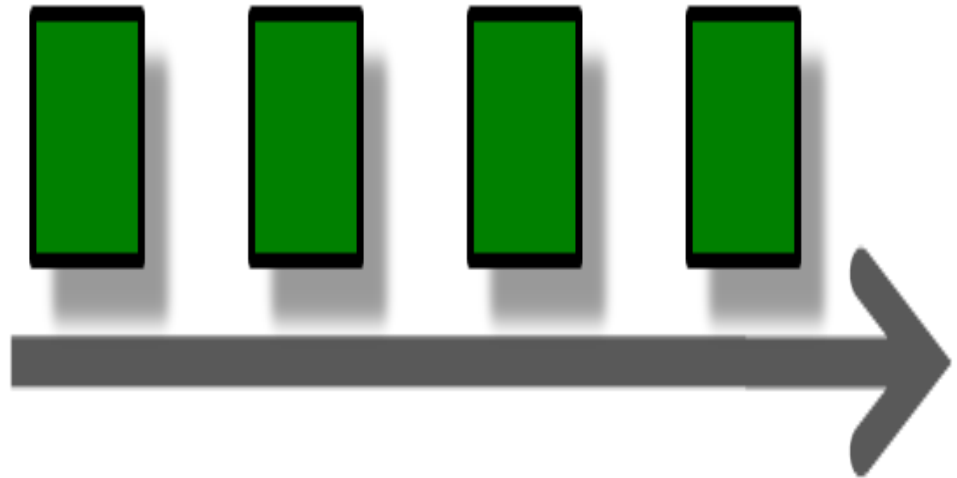
# Memory Treble Test

Memory Test One	Memory Test Two	Memory Test Three

Concentrated  
Practice

VS.

Distributed Practice



**“We need three to four exposures to new material to have a reasonable chance of learning it.”**

# Names of New Work Colleagues

Iain

Izzy

Alistair

Sally

Nina

Tina

Sam

Brigitte

Ann

Celia

Utish

Kai

Marcus

Jazzy

Aaron

Izzy

Milton

Oli

Mohammed

Sarah

# Names of New Work Colleagues

- Aaron
- Alistair
- Ann
- Brigitte
- Celia
- Iain
- Izzy
- Izzy
- Jazzy
- Kai
- Marcus
- Milton
- Mohammed
- Nina
- Oli
- Sally
- Sam
- Sarah
- Tina
- Utish

Recall

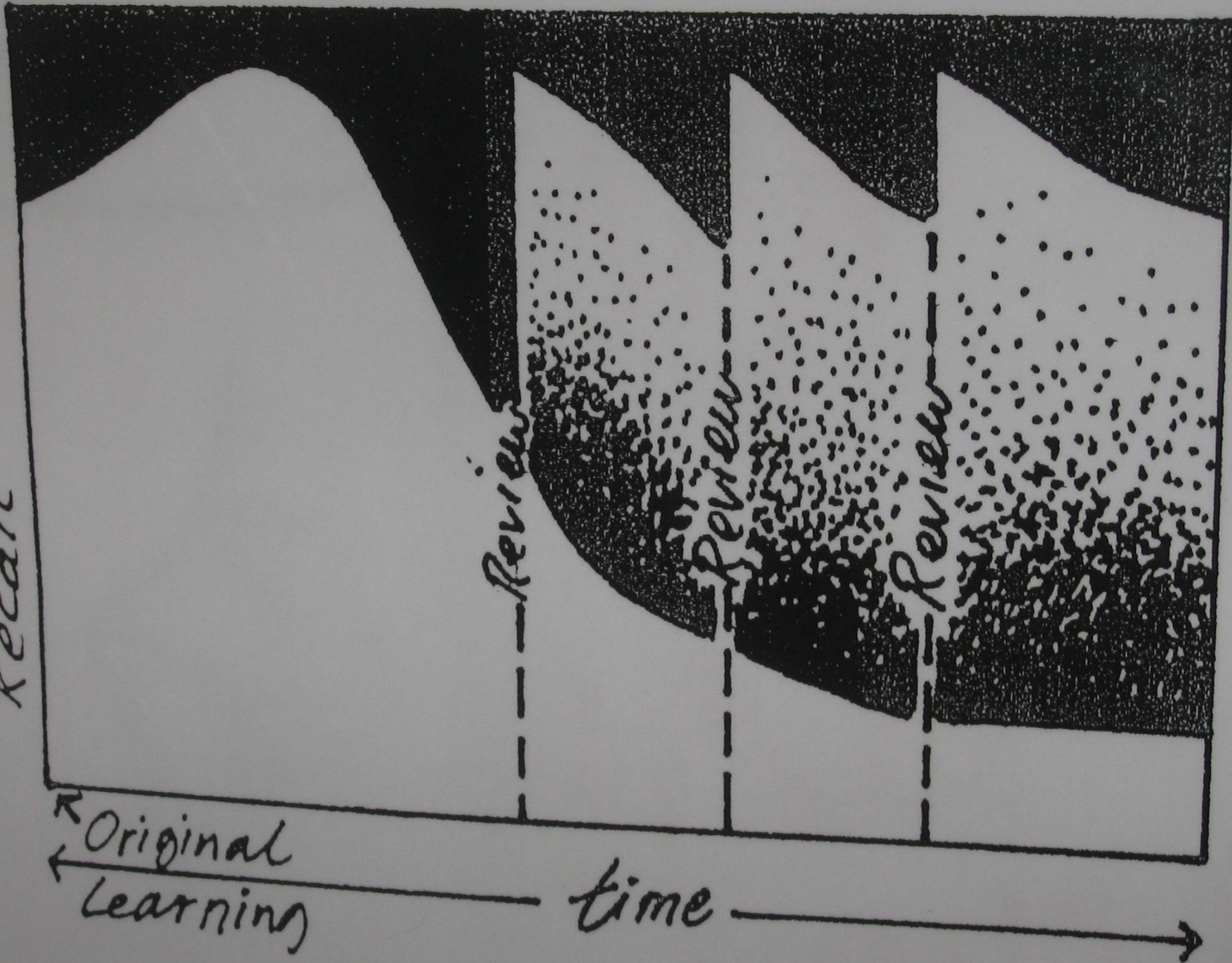
Original Learning

time

Review

Review

Review



# Memory Treble Test

*Improvement? Why?*



# Year 11 Parents Meeting

1. Setting the scene (DGO)
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4. Exam logistics (SSM)

Year 11 Cohort 2018-2019

# Success Criteria

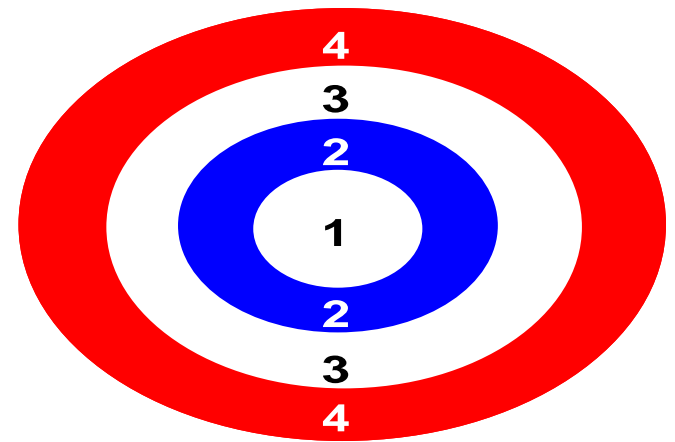
**To be totally  
'Assessment Ready'**

**That means having  
all the equipment  
you need and being  
able to answer  
every question**

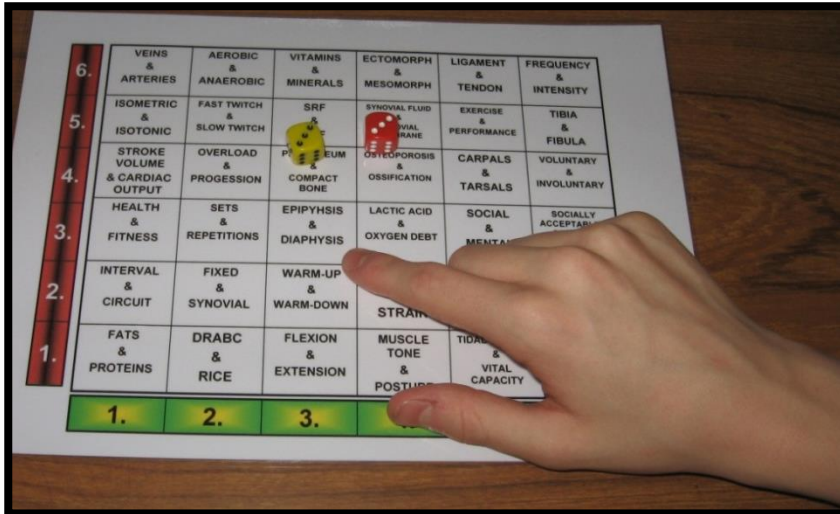


# The Purpose of Revision

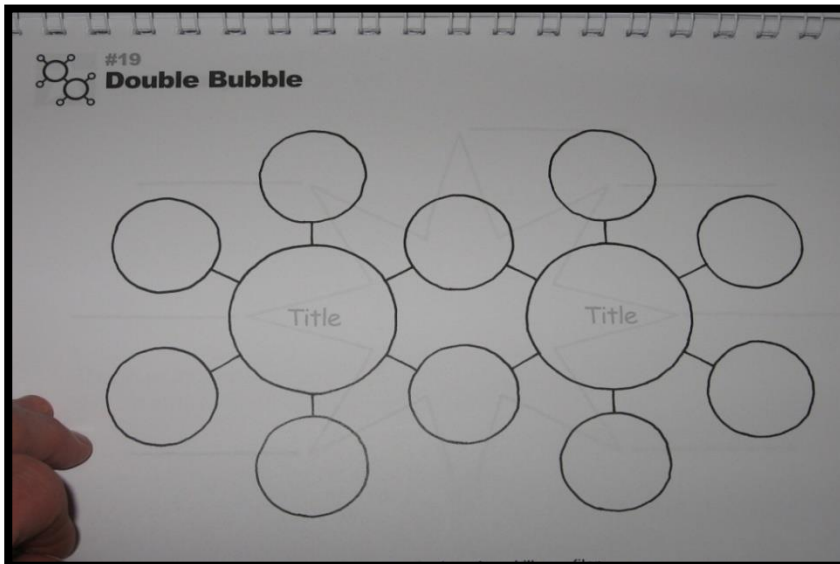
- Check understanding
- **Make links between topics**
- Review material you have forgotten
- **Reinforce and extend learning**
- Identify and fill gaps in knowledge & understanding



# Revision Techniques

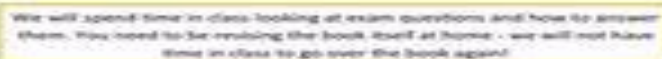


- **Countless ways of revising**
- **Most commonly used technique is least effective**
- **Most effective way to revise is when you interact with the material**





Revision Diet



### Context

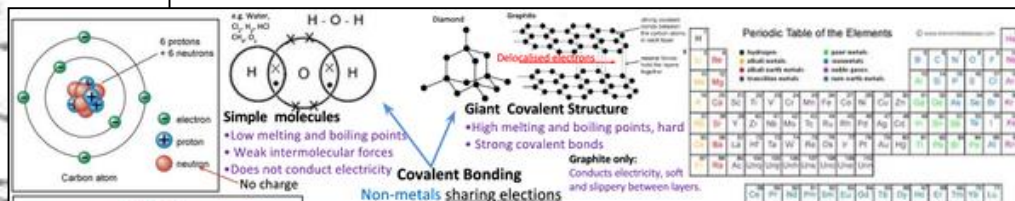
Think about the background and context of the book, and how it applies to the story.

- 10. Staff Nurse (Qual)
- 10. District
- 10. High School/High School
- 10. District
- 10. District

Other ways to revise

**REVISE** A great FREE revision, e-  
phones/iPad

Available from the Ex-  
for £2.79



## C2 Chemistry

An atom:  
Number of Protons = Number of Electrons  
Mass number = Protons + Neutrons

## OIL RIG

**Oxidation is lose** (of electrons)  
**Reduction is gain** (of electrons)

**Electrolysis:**  
Splitting up a substance using electricity

Periodic table arranges elements by **ATOMIC NUMBER** (proton number/the small one)

The number of outer shell electrons match the group the element is found in.  
E.g. Lithium 2.1 is a group 1 element.

## Metallic Bonding

Sea of delocalised electrons
Can carry a charge so metals conduct electricity

**Metal ions only** arranged in layers  
ELECTROSTATIC ATTRACTION  
between  
+IONS and ELECTRONS

Metal ions slide over one another making them **MALLEABLE**

Metals conduct HEAT well

**NANO-TECHNOLOGY**  
Means REALLY REALLY REALLY small !!!!

## Ionic Bonding

**ISOTOPES**  
are atoms of the

are atoms of the same element with different numbers of

When there are 2 possible products  
The **less reactive** forms at the electrode

- 2 electrodes
- An electrolyte  
(ionic or molten substance)
- A power supply

ions move toward oppositely charged

Used for: Disinfectants, bleach and

[illegible]

water			

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94	95	96	97	98	99	100
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№	№	Инициалы (фамилия имя отчество)	№
1	2	3	4

As a solid: High melting and

Conducts electricity when melted

ions move freely and can

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**Giant Lattice Structure**

Always metals with non-metals

+ ION and - ION attracted by

**STRONG ELECTROSTATIC FORCE**



???

~~SOH~~ ~~CAH~~ ~~TOA~~

WHAT DO I KNOW

CAN I CALCULATE

HOW

FIND ANSWER

?

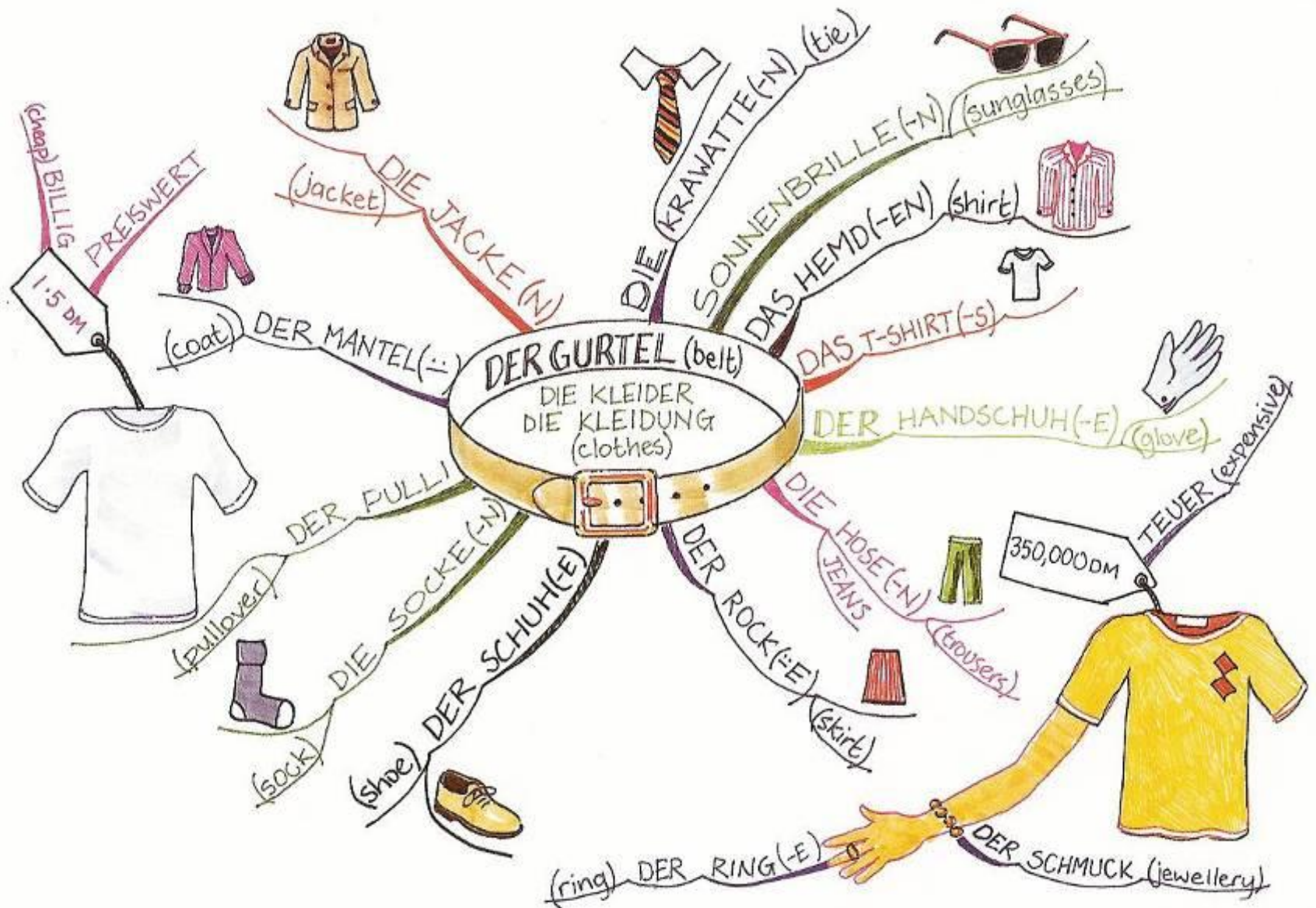
2 OUT OF 3

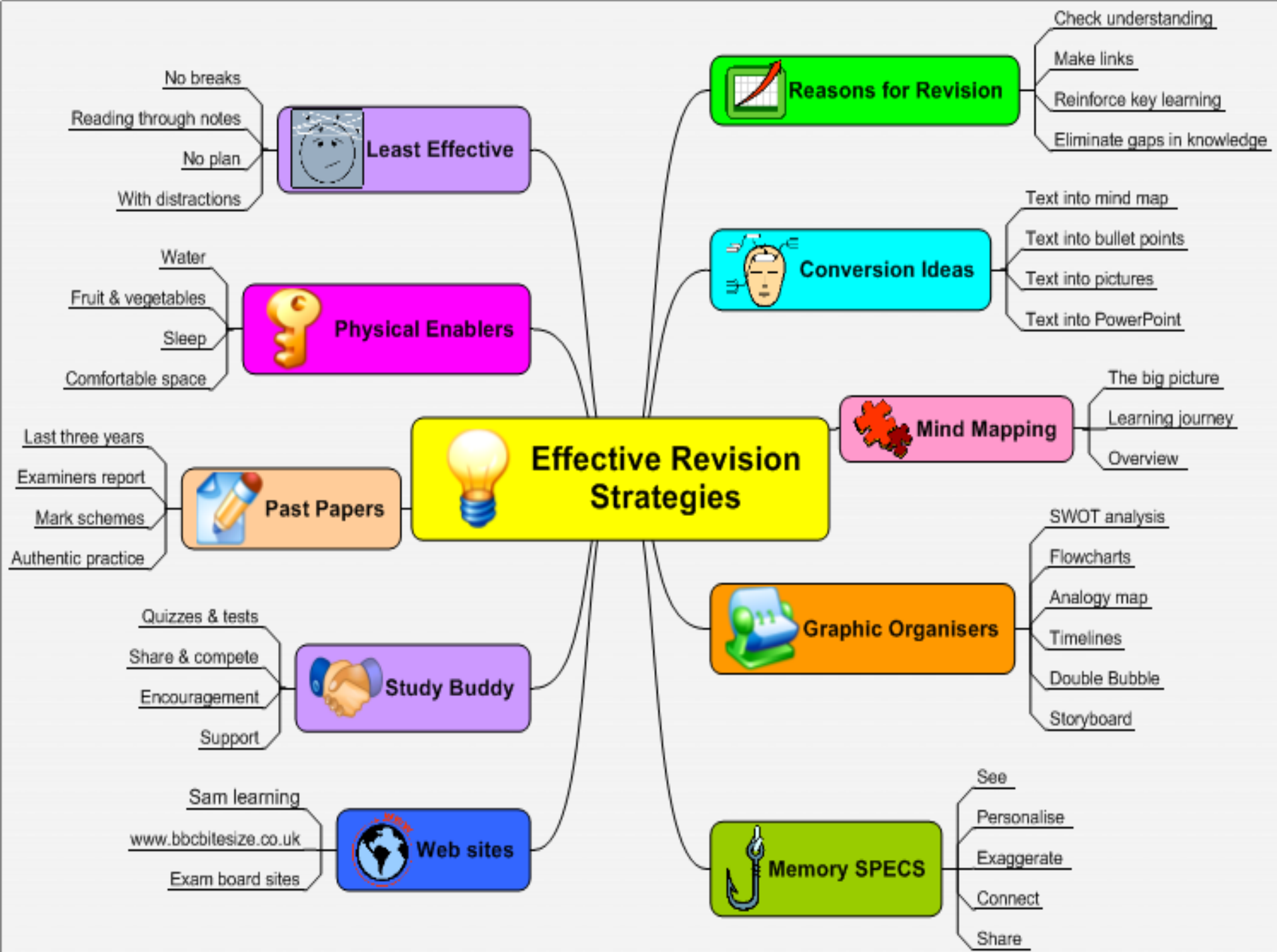
# THE COLD WAR

The Cold War began in 1945 and lasted until 1975. It was a period of tension, suspicion and fears between the USA (and the Allies) and the USSR (and the allies). The war involved indirect fighting. The aim of the war was for each superpower to spread their ideology and stop the enemies.
















## The Cold War begins

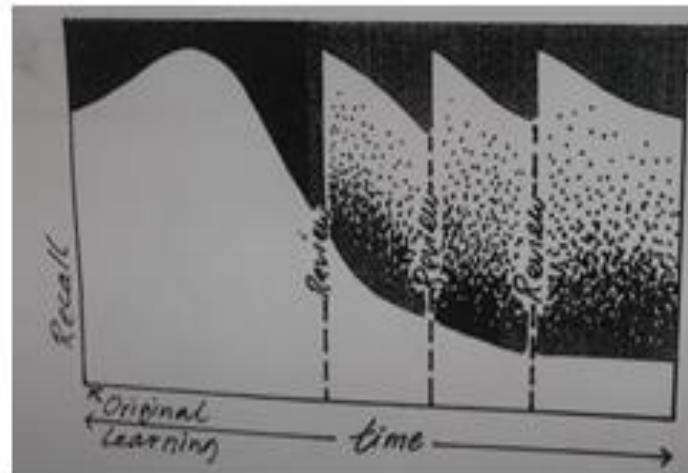
<p>1945</p>	<p><b>The Potsdam Conference</b> <u>July 1945</u></p> <p>Germany had been defeated in World War 2. The big three had changed. Truman, Clement Attlee and Stalin attended. However there were disagreements. Truman was angry about the size of reparations being paid by Germany and that a communist government was being set up in Poland. Stalin was angry about Truman not telling him that the US was building an atomic bomb.</p>	<p><b>The Truman Doctrine</b> <u>March 1947</u></p> <p>In Eastern Europe, Greece was still not in communist control. This was because the British Army had helped Greece to stop the communist rebels from taking over. By 1947, Britain could not afford to continue the fight in Greece. Truman step in, replacing Britain. Truman announced to congress that America needed to stop the growth of communism. Truman wanted to contain the Soviets and stop them from gaining any more land.</p>	<p><b>The Berlin Blockade</b> <u>June 1948</u></p> <p>The British, French and American zones united to form West Germany. A new currency is introduced. Stalin feels threatened and so launches a blockade to stop goods coming into the capitalist side of Berlin. The US and Britain decide to supply Berlin by Airlift. The blockade lasted for 318 days, ending in May 1949.</p> <p><b>Effects of the Blockade:</b></p> <ul style="list-style-type: none"> <li>• Open confrontation between US and USSR. Actually start of Cold War.</li> <li>• NATO is formed (1949) and the Warsaw Pact is also formed (1955)</li> <li>• The arms race begins.</li> </ul>
	<p>The US drops an atomic bomb on Hiroshima in Japan in August 1945.</p> <p>Roosevelt dies and is replaced by Henry Truman. Churchill is replaced by Attlee.</p>	<p><b>The Marshall Plan</b> <u>March 1947</u></p> <p>In 1947, General George Marshall came to Europe to assess its state. He concluded that the whole of Europe was about to turn communist. Marshall and Truman asked congress for \$17 billion to pay for the European Recovery Programme, referred to as the Marshall Plan. At first congress were hesitant but when Czechoslovakia turned communist, they handed the money over. The money was used mainly to buy commodities from the US.</p> <p><b>'Iron Curtain'</b> <u>March 1946</u></p> <p>In a speech, Churchill announces the fall of an 'Iron Curtain'. This is a reference to the division the USSR has created between communist and capitalist countries.</p> <p>Stalin was afraid of another invasion by Germany. Germany had invaded the USSR before. Stalin wanted to create an area of land which would protect them against another invasion. He created a 'buffer zone' in Eastern Europe. Through soviet expansionism, Stalin took over land in the Baltic States and turned countries such as Poland, East Germany, Czechoslovakia, Romania, Hungary and Bulgaria communist.</p>	<p><b>Causes of the Cold War</b></p> <p><u>Historical inevitability</u> - US and USSR had never been allies because of their beliefs.</p> <p><u>Stalin's Paranoia</u> - He wanted a buffer zone to protect against invasion.</p> <p><u>Soviet Expansionism</u> - Stalin set up Cominform which forbid Eastern European countries from being capitalist.</p> <p><u>American Economic Imperialism</u> - Having capitalist societies is beneficial to the US because it means better trade.</p> <p><u>Misunderstanding and fear</u> - each side misunderstood the intentions of the other.</p>
	<p><b>The Yalta Conference</b> <u>February 1945</u></p> <p>World War 2 is still not over and so Germany has not been defeated. The big three - Stalin, Roosevelt and Churchill, come together to decide the fate of Germany. They agree to split Germany into 4 zones of occupation.</p>		





## Personal Revision, Review, Review Timetable


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**“Trying to remember important things without going over them again, is like trying to fill the bath without putting the plug in.”**

**Revise = 30 minutes**

**1 week later**

**Review = 20 minutes**

**1 week later**

**Review = 10 minutes**

Planning what you are going to revise and preparing revision or review material (i.e. printing out past papers, finding your notes etc) should be done before you start your revision or review time.



Remembering → Learning

IFR

***INTENTION - FILE - REHEARSAL***

Excellent idea from previous Year 11 pupils

	Mon	Tue	Wed	Thu	Fri
8:00					
9:00	<b>Maths</b> Classroom 2A	<b>Physics</b> LAB1 Tue 9:00 AM - 10:30 AM	<b>Biology</b> LAB1 Wed 9:00 AM - 10:30 AM	<b>Biology</b> LAB1 Thu 9:00 AM - 10:30 AM	<b>Maths</b> Classroom 2A
10:00	<b>Sport</b> Gym 2 Mon 10:00 AM - 11:30 AM	<b>Biology</b> LAB2	<b>Sport</b> Gym 2	<b>English</b> LANG BUILD: A2	<b>Biology</b> LAB A.1 Fri 10:00 AM - 11:30 AM
11:00					
12:00	<b>Spanish</b> LANG BUILD: A2	<b>Chemistry</b> Classroom 1	<b>Physics</b> LAB 1	<b>Math</b> Classroom 2A	<b>Chemistry</b> Classroom 2A
13:00	<b>Philosophy</b> Classroom 2	<b>English</b> LANG BUILD: A2	<b>Math</b> Classroom 2A	<b>Physics</b> LAB 1	<b>Biology</b> LAB A.2
14:00					
15:00	<b>Physics</b> LAB1	<b>French</b> LANG BUILD: A3	<b>Spanish</b> LANG BUILD: A2	<b>English</b> LANG BUILD: A2	<b>Math</b> Classroom 2A
16:00					



**KEEP  
CALM  
AND BEAT YOUR  
PERSONAL  
BEST**

# Year 11 Parents Meeting

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Technology

Sleep

Study areas

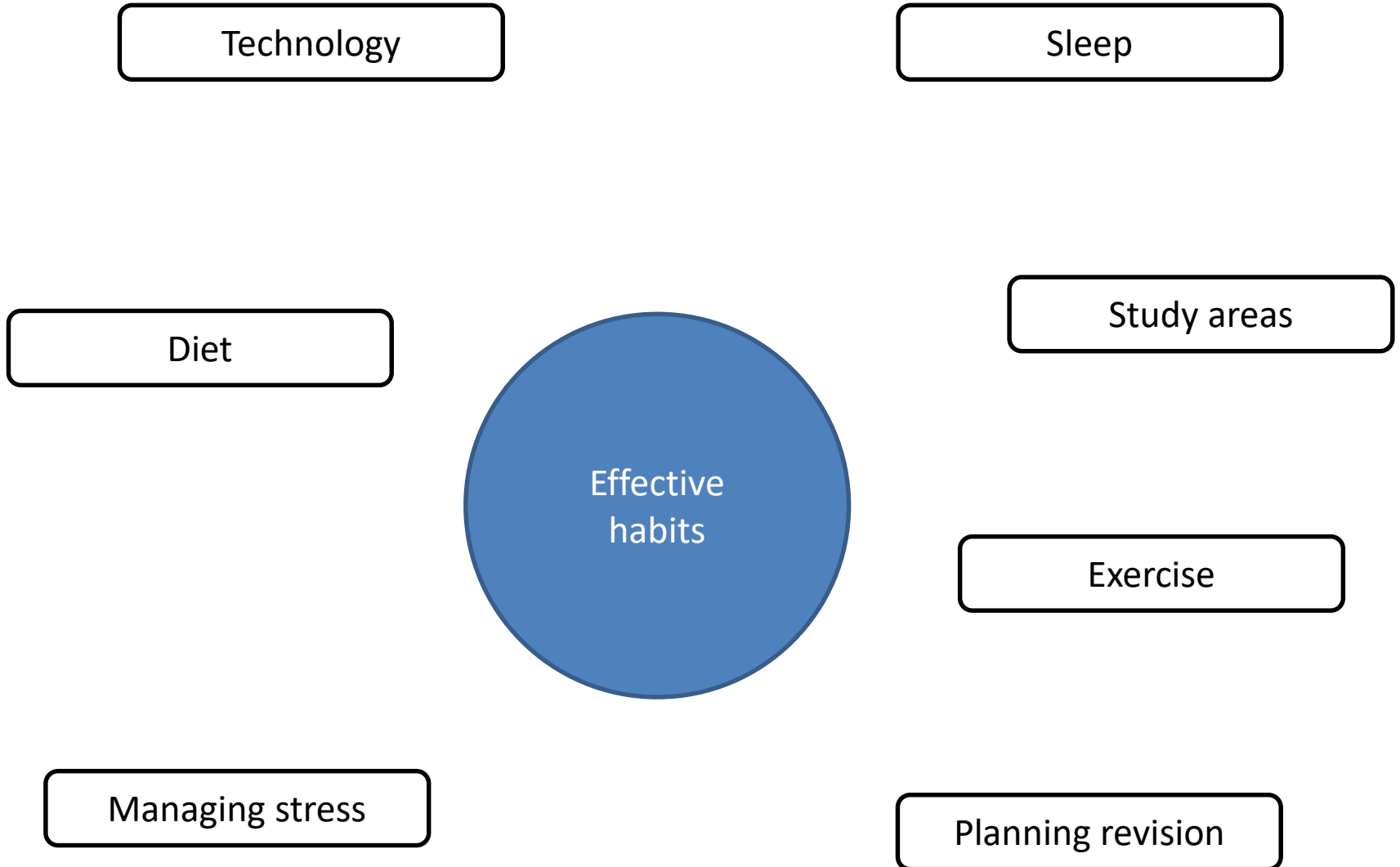
Diet

Effective  
habits

Exercise

Managing stress

Planning revision



## New guidance for parents about children's screen time

### In the News

4 January 2019

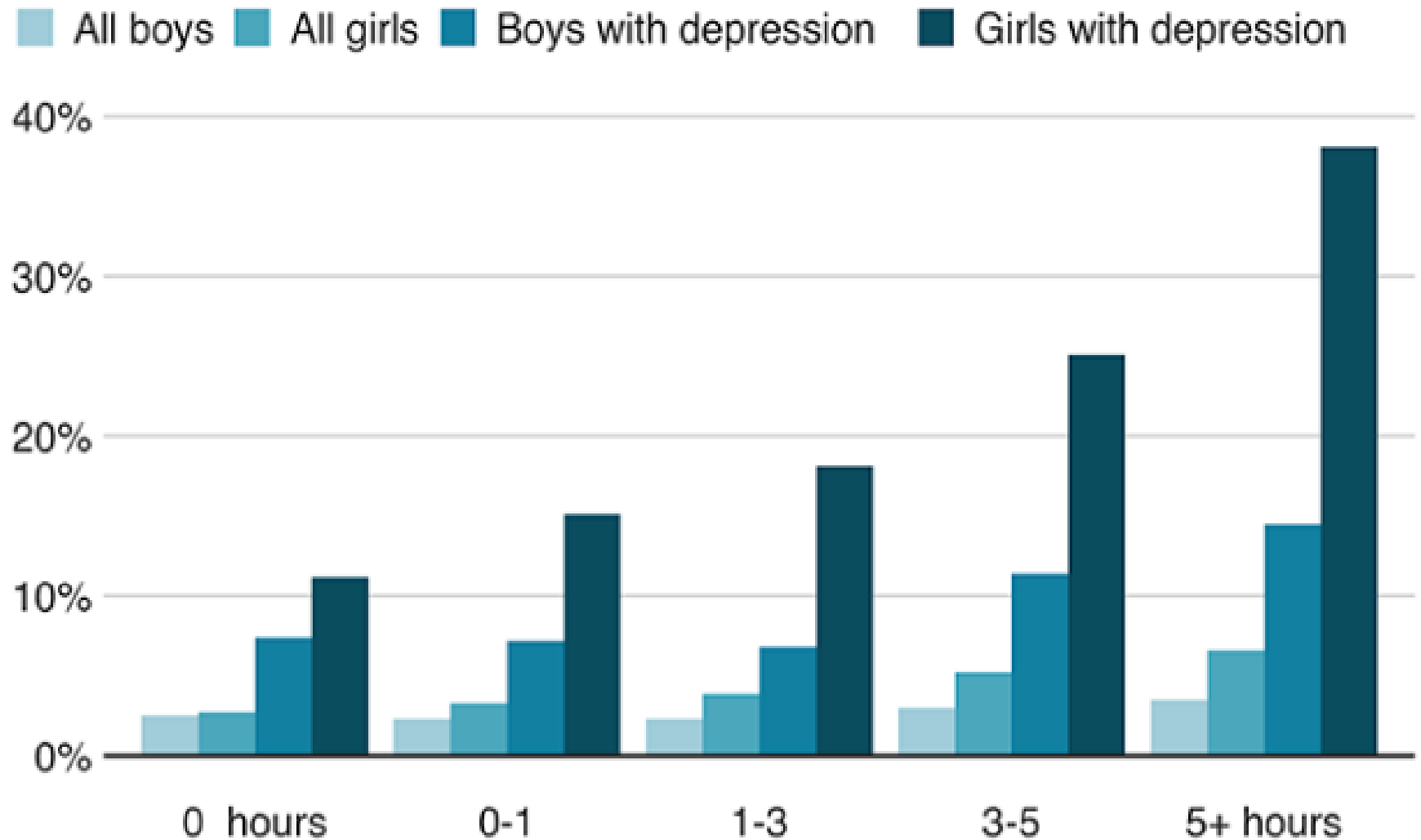
The Royal College of Paediatrics and Child Health has said it's impossible to recommend age appropriate time limits for screen time



- *A study of 4,524 children in the US found those who used screens recreationally for less than 2 hours a day did better on tests of mental functioning.*
- *“Taken together, [studies show] internet addiction is associated with structural and functional changes in brain regions involving emotional processing, executive attention, decision making, and cognitive control.” --research authors summarizing neuro-imaging findings in internet and gaming addiction*

# Children's use of social media and depression

Daily usage, UK 14-year-olds



Source: University College London

BBC

The recommendations are:

- restrict screen time (including TV, smartphones, tablets and video games) to less than 2 hours a day
- sleep 9 to 11 hours a night
- do at least 1 hour of moderate to vigorous physical activity a day

The children who did best on testing were those who followed all 3 recommendations.

9:41



## < Screen Time

Today

Last 7 Days

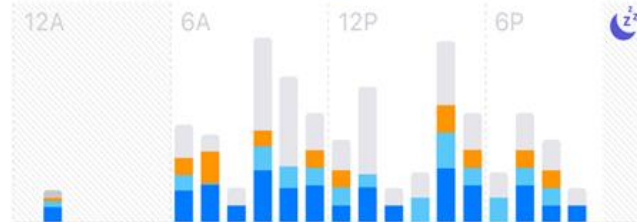
### Elizabeth's iPhone

SCREEN TIME

Today at 9:41 PM

2h 45m

↑ 42m above average



Social Networking  
1h 13m

Entertainment  
50m

Productivity  
18m

Longest Session 48m

After Bedtime Use 21m

#### LIMITS



Instagram

5m left

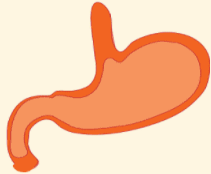


# Blue light and sleep

- Study after study after study has shown that **light** given off by electronics affects our sleep health. The consensus is that the **blue light** that LED screens give off can slow or halt the production of melatonin, the hormone that signals our brain that it's time for bed



## WHAT SLEEP DEPRIVATION DOES TO YOUR BODY



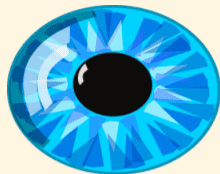
### Stomach Problems

Not sleeping can make the symptoms of **Inflammatory Bowel Disease** and acid reflux worse and may put you more at risk of developing IBD and **inflammatory bowel syndrome**.



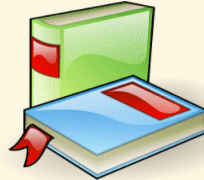
### Colds

A study of 164 healthy people found that those who slept <5 hours per night were more likely to get a cold compared to those who slept 7+ hours, regardless of demographics and weight.



### Poor Vision

Lack of sleep is linked with tunnel vision, double vision, and dimness. The longer you're awake the more visual errors you'll see and the more likely you are to hallucinate.



### Difficulty Learning

Sleep deprivation interferes with our ability to remember and process new information.



### Depleted Energy

Getting enough sleep is important for promoting healthy energy levels. Without enough sleep we become more dependent on energy enhancing items that can worsen sleep deprivation.



### Headaches & Migraines

Poor sleep quality and sleep apnea can increase chances of migraines and headaches.



### Irritability & Mood Swings

Lack of sleep can decrease our stress tolerance and increase mood swings and irritability.



### Weight Gain

Research suggests that we tend to snack more and pick calorie-rich foods over lighter foods when we don't get enough sleep.

# ★ How much sleep does my child need? ★

## AGE GROUP

## HOURS PER NIGHT

Infants 4 – 12 months old

12 – 16 hours per 24 hour period

Children 1 – 2 years old

11 – 14 hours per 24 hour period

Children 3 – 5 years old

10 – 13 hours per 24 hour period

Children 6 – 12 years old

9 – 12 hours per 24 hour period

Teens 13 – 18 years old

8 – 10 hours per 24 hours

Naps included, according to the American Academy of Pediatrics



## GENERAL TIPS FOR HAVING HEALTHY SLEEP HYGIENE<sup>142</sup>



**Go to bed and wake up at the same time** every day (even on the weekends!)



**Don't go to bed feeling hungry**, but also don't eat a heavy meal right before bed



**Avoid caffeine consumption** (e.g., coffee, soft drinks, chocolate) starting in the late afternoon



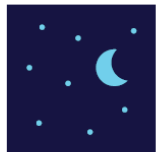
**Develop a relaxing routine** before bedtime – ideas include bathing, music, and reading



**Expose yourself to bright light in the morning** – sunlight helps the biological clock to reset itself each day



**Reserve your bedroom for sleeping only** – keep cell phones, computers, televisions and video games out of your bedroom



**Make sure your bedroom is conducive to sleep** – it should be dark, quiet, comfortable, and cool



**Exercise regularly during the day**



**Sleep on a comfortable mattress and pillow**



**Don't have pets in your bedroom**

One of the best investments you can make...



# Study areas



# Diet

*“The main finding of this study is that students who had an unhealthy diet at the age of 16 years were less likely to perform well academically. The association between diet and subsequent academic outcomes remained significant after adjusting for BMI, sociodemographic and educational factors”.*

**Nutritional quality of diet and academic performance by the WHO, 2016**

# How Vitamins Affect our Brain?



## Vitamin C

Found in citrus, broccoli, spinach...

Improves attention & reflexes



## Omega 3 Fatty Acids

Found in fish oil, chia seeds, walnuts...

Improves speed of neural transfer & neuroconnections



## Niacin (B3 Vitamin)

Found in whole grains food, potatoes, poultry, fish and meat

Improves concentration & focus



## Vitamin B12

Found in milk, cheese, cereals and eggs

Improves memory & orientation



## Vitamin B6

Found in soy, bananas and watermelons

Improves production of dopamine & serotonin

- Our **brains** function best when we choose a nutritious and balanced **diet**. High-quality **foods** that contain fatty acids, antioxidants, vitamins and minerals nourish the **brain** and protect it from oxidative stress—the waste produced when the body uses oxygen, which can damage **brain** cells

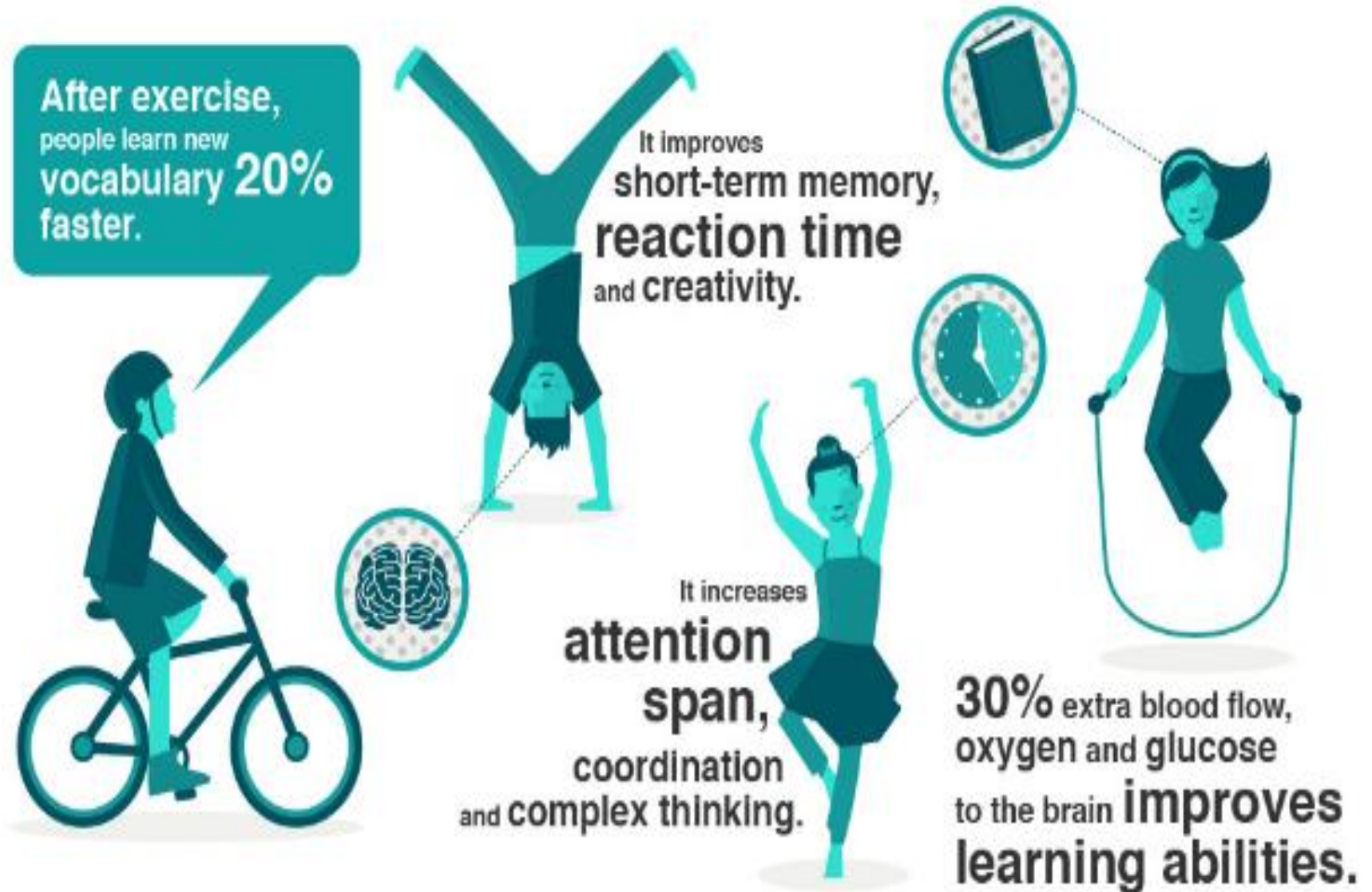


# Breakfast... the most important meal of the day...

- Studies show that 30-40% students skip breakfast every day...



# Importance of exercise



# Managing a stressful teen

- [https://www.youtube.com/watch?v=Z6\\_rgdJBp4w](https://www.youtube.com/watch?v=Z6_rgdJBp4w)
- What is the cause?
- What are they doing to

- *Research shows that during exam periods 3 out of 5 students increase their screen time with up to 30% of their extra time spent on social media. 'Call it self-medicating with screens. Social media is a constant distraction to student's learning time, and this is particularly problematic during study periods. ...recommend setting boundaries around screen time to help eliminate added distractions*

# 7 TIPS FOR MANAGING EXAM STRESS

REACH  
OUT.COM

## FOR YOUNG PEOPLE

## FOR PARENTS/CARERS

Stay organised with  
to-do lists and  
study timetables



Give them time off chores  
and non-urgent family stuff

Take regular  
study breaks



Encourage them to keep  
doing the activities they did  
before exams

Have a dedicated  
study space



Help them set up a study  
space and make sure the rest  
of the family understands

Have a long  
term goal



Chat with them about what  
they want to do after exams

Get as much sleep  
as possible

5.



Remind them to go to bed at  
a regular time each night

Remember your  
health: eat well  
and stay active

6.



Go on study break walks  
with them and try to cook  
wholesome meals

Talk to the people  
around you

7.

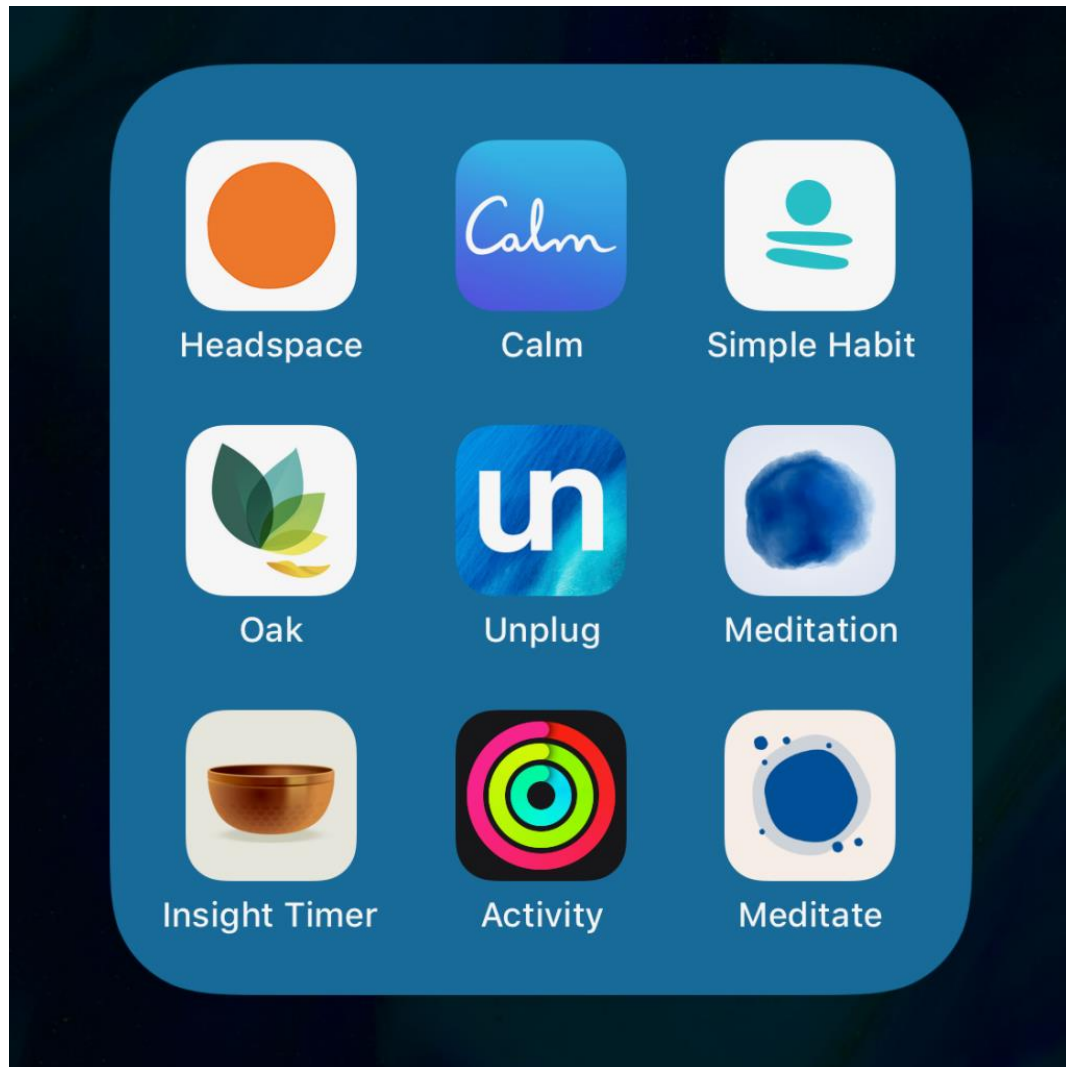


Make a time to chat to them  
and let them vent

# Useful links to dealing with stress

- [https://www.youtube.com/watch?v=nmexQD04c\\_8](https://www.youtube.com/watch?v=nmexQD04c_8)
- <https://www.youtube.com/watch?v=hnpQrMqDoqE>
- <https://www.youtube.com/watch?v=7AgswlakjRw>
- <https://www.youtube.com/watch?v=qKgs2XW32sk>

# Apps



- Everyone is different when it comes to what relaxes them...
- But if you get everything we've suggested right, then stress will be minimised and with a few personalised destressers then it will be MANAGABLE.

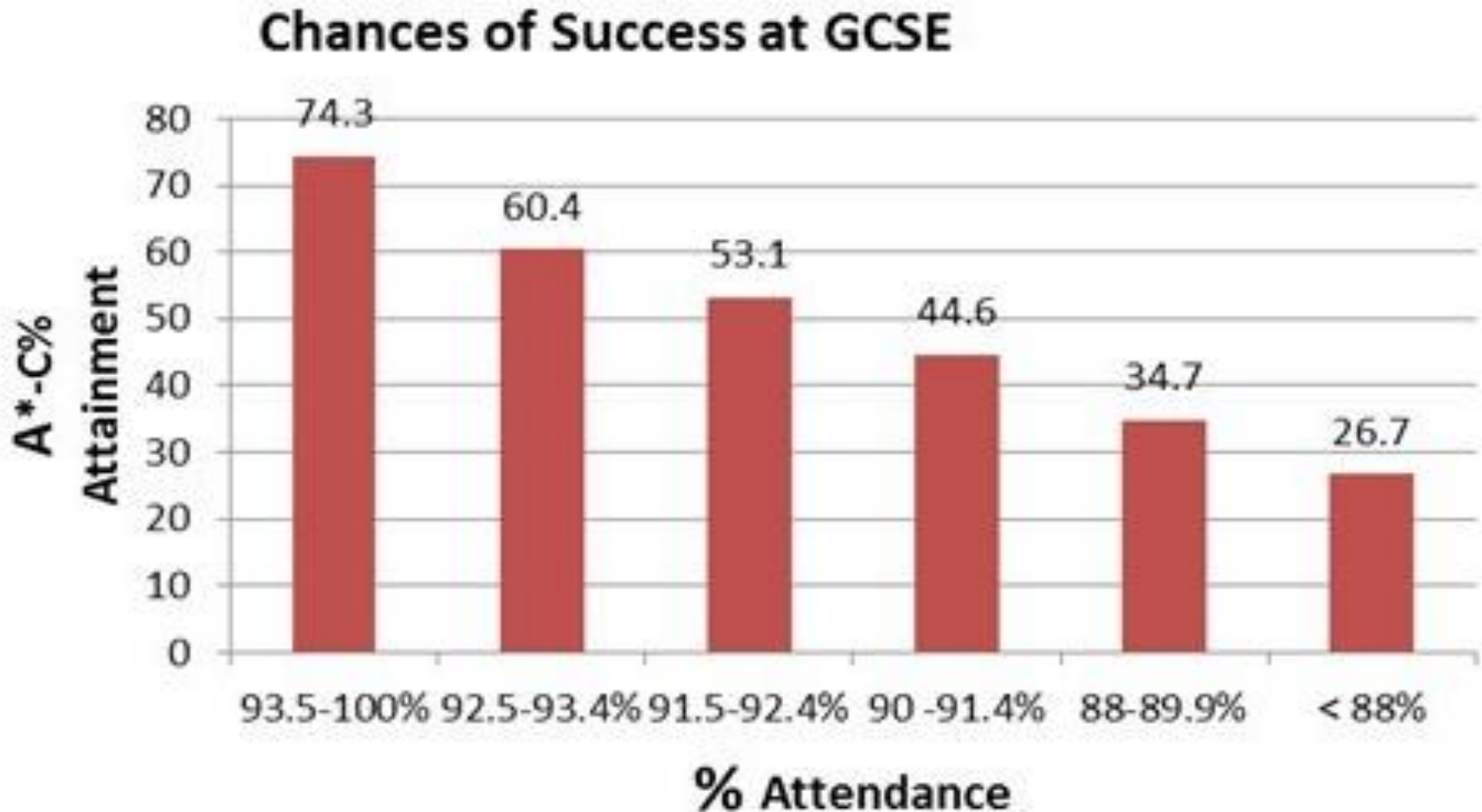
# The home stretch

- Thursday 7<sup>th</sup> May:  
Leavers Day
- Monday 11<sup>th</sup> May:  
Exams and study leave  
begin
- Friday 3<sup>rd</sup> July: Prom
- Thursday 20<sup>th</sup> August:  
Results Day

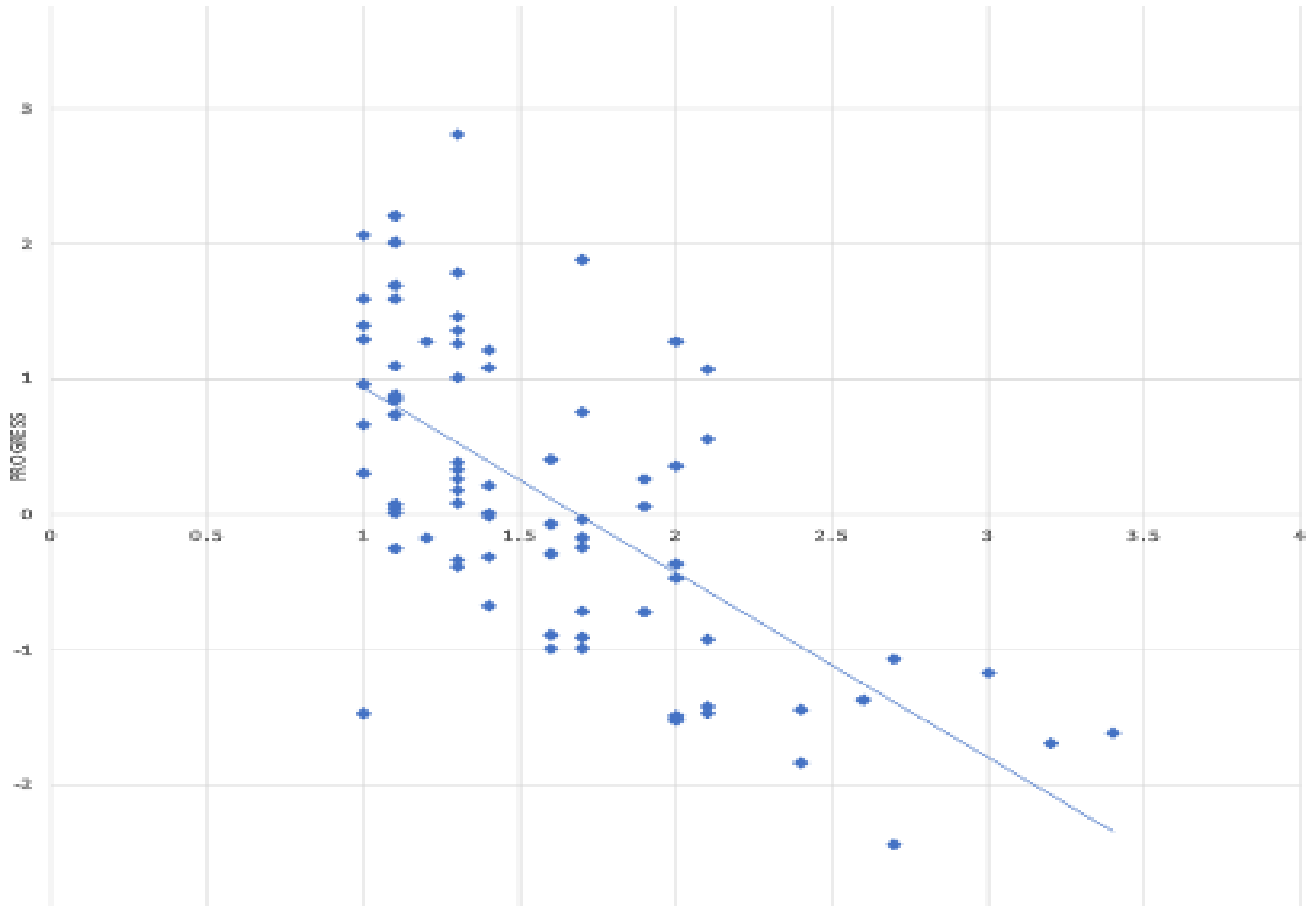


# Our expectations

- Attendance and punctuality



# ATL and achievement



# Exam timetable

- Available on the school website
- Personalised timetables on insight with seat numbers.

Arrive at least 20 minutes before start time. The exams 'kick off' at that time, they will be led in around 15 minutes before that.

Seat number and location.

# Study leave

- Start on Monday 11<sup>th</sup> May

Only be required to attend exams; However:

- Study rooms available in school including a silent room
- Reduced timetable of some subjects on offer especially core subjects
- Masterclasses for afternoon exams
- Once the last exam is done...they are all yours!

Year 11 study leave 2018

Please note that your exams are **NOT** included below. Please refer to your exam timetable for this information.

Red = private study room; Green = pre-exam masterclass; Blue= revision lessons

Date	7.45-8.25am	P1	P2	P3	P4	P5	After school
Monday 14/5		REFECTORY AND S002	REFECTORY	REFECTORY  PRE: VDA R001 AHS R002 ISD R003 DSH R004			
Tuesday 15/5		REFECTORY AND S002	REFECTORY  Biology LTI – N008 AOW – S104 RSM – N101 MSD – S105	REFECTORY  Biology JBO – S101 SBU – N009 SSH – S103 HDA – N104			
Wednesday 16/5	GCSE PE- S004- TGA	REFECTORY AND S002	REFECTORY	REFECTORY  PRE: VDA R001 AHS R002 ISD R003 DSH R004			



# 7 Things to Think About the Night Before an Exam

by @Inner\_Drive  
www.innerdrive.co.uk

- 1 POSITIVE IMAGERY**  
Spend some time visualising a positive exam experience. This will increase your confidence, help with nerves and enhance your mood.
- 2 YOUR BEST PERFORMANCE**  
Think about a previous good performance. What helped you do well that time and how you will apply that tomorrow?
- 3 YOUR PREPARATION**  
Boost your confidence by reminding yourself of how well you have prepared and how much revision you have done.
- 4 FOCUS ON YOU**  
Focus on yourself and don't compare yourself to others as this will make you feel stressed. Instead, focus on what you can control.
- 5 THE CHALLENGE**  
If you see the exam as a threat, it will make you stressed. View the exam as an opportunity or as a challenge. This will make you feel better.
- 6 OVERCOMING SETBACKS**  
Remind yourself how you overcame previous setbacks. This will help you deal with future challenges and build mental resilience.
- 7 A GOOD NIGHT'S SLEEP**  
A good night's sleep helps improve creativity, problem solving, concentration and memory. This is more important than last minute cramming.



# On the day of exams

## 6 Tips for the Morning of an Exam

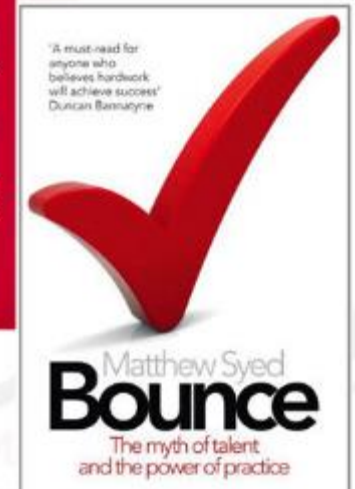
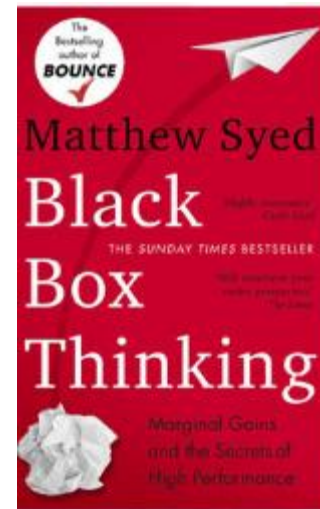
by @inner\_drive | www.innerdrive.co.uk



-  Eat breakfast as this will help fuel your brain
-  Arrive at school with plenty of time
-  Avoid people who stress you out
-  Remind yourself of all the hard work and preparation you have put in
-  Feeling nervous? Pause for a minute and take some deep breaths
-  Remind yourself of your exam strategy

## ESSENTIAL EXAM EQUIPMENT





# Year 11 Parents Meeting

1. Setting the scene (DGO)
2. Effective Habits (SSM)
3. Active revision strategies (DGO)
4. Exam logistics (SSM)

"I HATED EVERY  
MINUTE OF TRAINING,  
BUT I SAID...

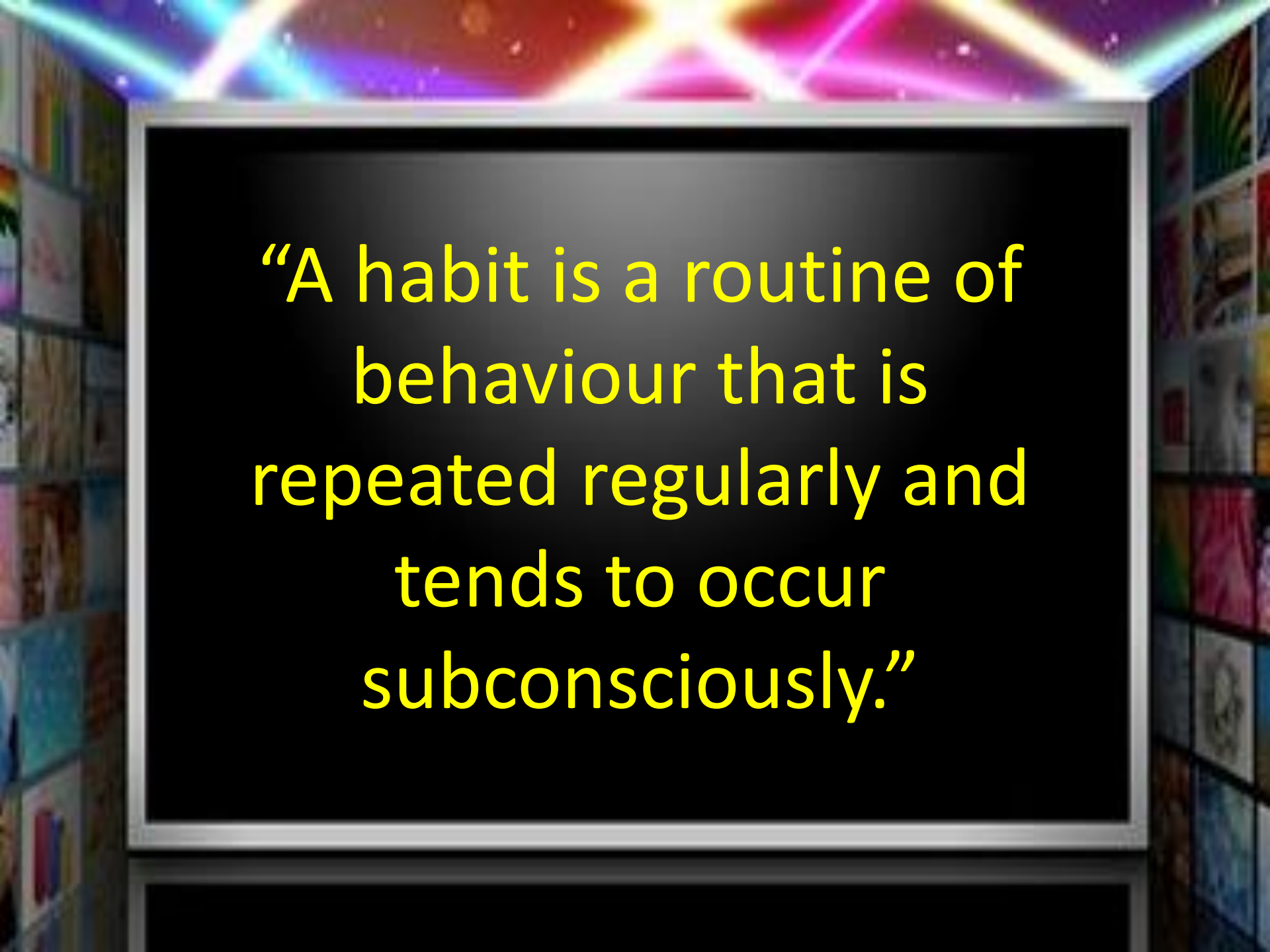
DON'T QUIT. SUFFER  
NOW AND LIVE THE  
REST OF YOUR LIFE AS  
A CHAMPION."

-MUHAMMAD ALI




# Year 11 Parents Meeting

1. Setting the scene (DGO)
2. Effective Habits (SSM)
3. Active revision strategies (DGO)
4. Exam logistics (SSM)



“A habit is a routine of  
behaviour that is  
repeated regularly and  
tends to occur  
subconsciously.”



The image features a blackboard with a white border, centered in the frame. The background is a vibrant, abstract composition of colorful, glowing lines and patterns, resembling a digital or cosmic theme. The walls on either side of the blackboard are covered in a grid of small, colorful squares, similar to a mosaic or a wall of photos. The overall atmosphere is bright and inspiring.

“Success is the sum of  
small efforts – repeated  
day in and day out.”

Success



what people think  
it looks like

Success



what it really  
looks like

# The Iceberg Illusion

Success is an iceberg

SUCCESS!

WHAT PEOPLE SEE

Persistence



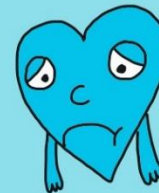
Failure



Sacrifice



Disappointment



WHAT PEOPLE DON'T SEE

Dedication



Hard work



Discipline (( (alarm clock) ))

@sylvia duckworth

# The Learning Pit

## Facing a Challenge

You may feel anxious, nervous, scared, excited or comfortable.

## Deep Learning

You may learn a sense of collaboration and concentration.

## Successful Learning

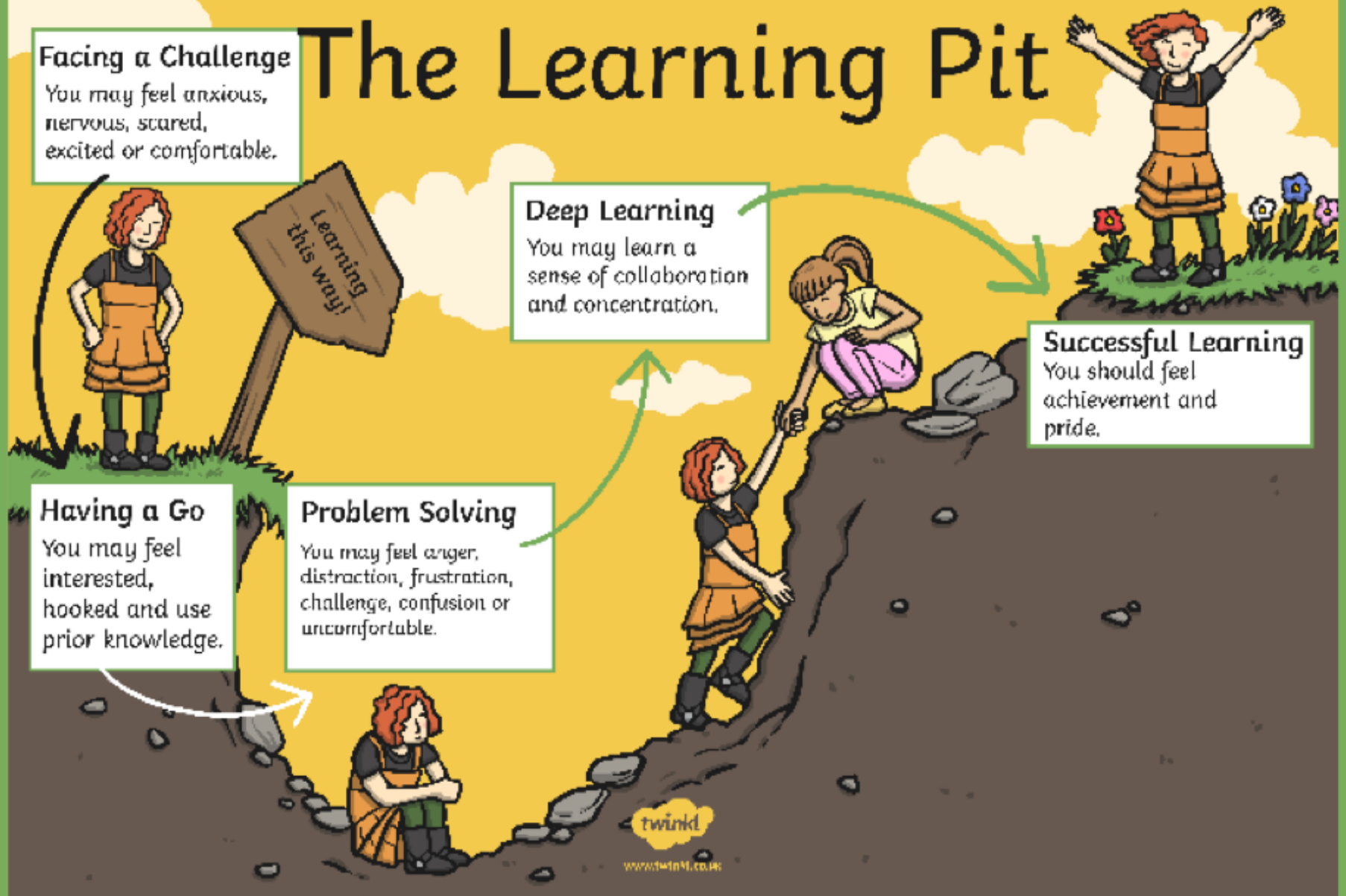
You should feel achievement and pride.

## Having a Go

You may feel interested, hooked and use prior knowledge.

## Problem Solving

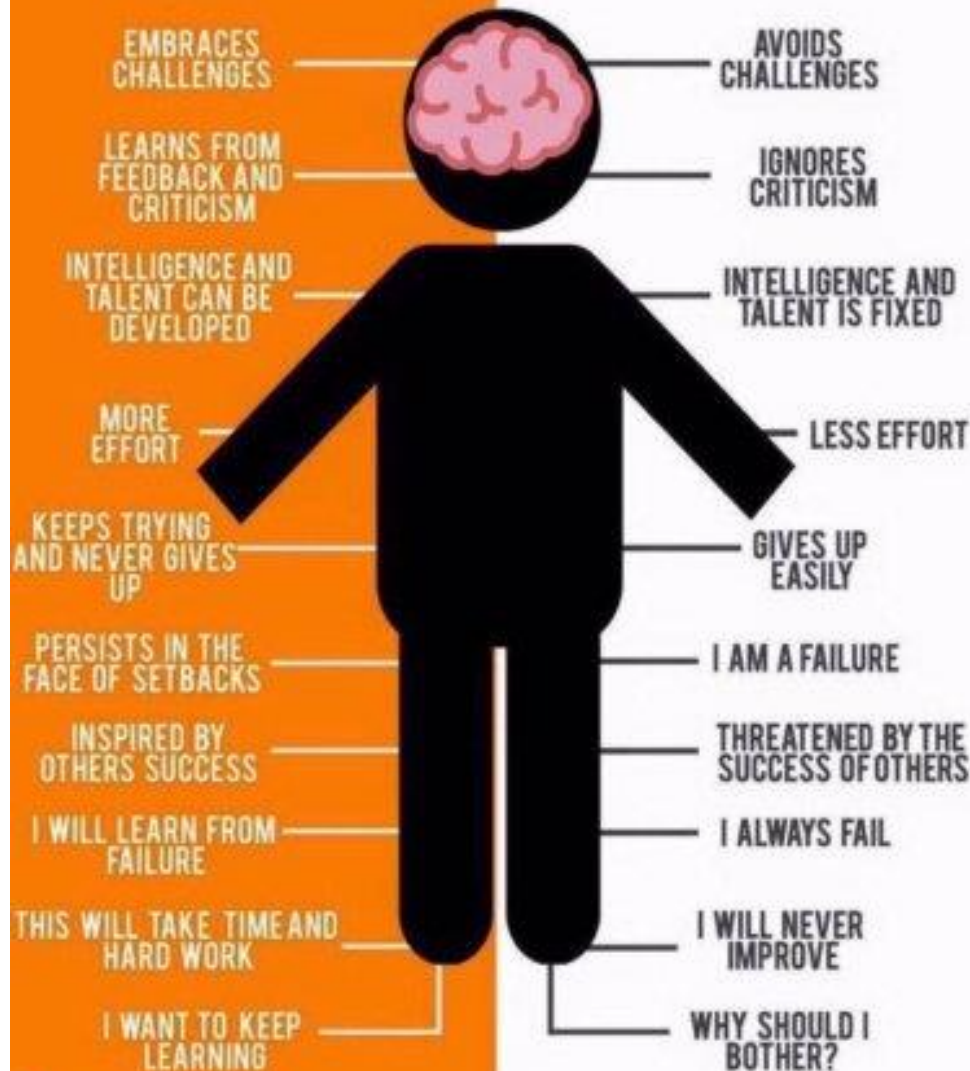
You may feel anger, distraction, frustration, challenge, confusion or uncomfortable.



# GROWTH MINDSET

VS.

# FIXED MINDSET



# 10 Growth Mindset Statements

What can I say to myself?



INSTEAD OF:

I'm not good at this.

I'm awesome at this.

I give up.

This is too hard.

I can't make this any better.

I just can't do Math.

I made a mistake.

She's so smart. I will never be that smart.

It's good enough.

Plan "A" didn't work.

TRY THINKING:



1 What am I missing?

2 I'm on the right track.

3 I'll use some of the strategies we've learned.

4 This may take some time and effort.

5 I can always improve so I'll keep trying.

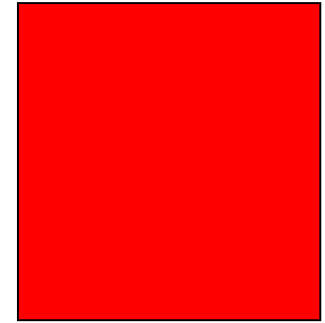
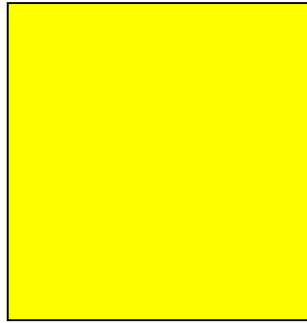
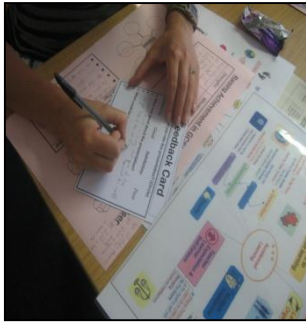
6 I'm going to train my brain in Math.

7 Mistakes help me to learn better.

8 I'm going to figure out how she does it.

9 Is it really my best work?

10 Good thing the alphabet has 25 more letters!



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